Chapters 11-14 FIAE

These 4 chapters in FIAE have the same prominent theme and that is grading. Each chapter talks about different ways to grade and or different ideas to think about while grading. One chapter talks about how as teachers need to decide whether we give students zero or sixties. I personally believe that if a students doesn’t do an assignment then a zero needs to be the grade we assign. I do believe in extra credit assignments for those students that do need the extra help but if we just give kids sixties we aren’t really showing them real world consequences. If you do not due what your employer tells you to do, you don’t just get a freebee because you were there you get fired. They also address whether we should use a 4.0 scale or a 100 point scale. As a student in middle school this idea of a 4.0 scale was introduced. I personally hated it. I didn’t understand why we were just striving to be proficient and why only some could be outstanding. I think that the 100 point scale gives the students a chance to feel proud of their work. Giving a student a 4.0 doesn’t feel the same as a 100! Different grading book styles were introduced in one of the chapters. The grading book style that seems to make the most sense to me is the one that had the assignment due dates along with the name of the assignment. I feel as though this would be a great way for the teacher and the students to stay organized. I also feel as though the grading book should be as up to date as possible, therefore letting the students know what is due next and to see if they have missed any work. This helps the teacher stay organized as well in reference to any late work that students may owe. The final area that these chapters address were repot cards. This is where we as teachers can decide how we want to reveal their understanding to their parents and to the kids. I think that progress reports should reflect how the students are meeting the standards that are being addressed in the class. So having progress reports showing the 4.0 scale would be relevant. Yet I do feel that progress reports should also show the students consistency with keeping up with the work that is being assigned that way the parents can help manage this as well. As a teacher we are responsible for giving students the knowledge and the resources for them to further their knowledge. I do feel as though parents should be a second enforcer. Students should rarely have no homework, so as parents when our kids say this, we need to be sure that this is actually the case. If teacher and parents are both being proactive the students will have an even better chance to succeed as they were meant to do.